

Airman Leadership School

Curriculum Synopsis

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ALS Curriculum Synopsis

Table of Contents

<u>CONTENTS</u>	<u>PAGE</u>
Mission Statement —————	3
Curriculum Evaluation Program —————	4
Student Evaluation Program —————	5
General Curriculum Overview —————	6
Profession of Arms - Area 1 —————	6
Leadership - Area 2 —————	7
Communication Skills - Area 3 —————	9
Administration / Evaluation —————	10
Flight Chief's Time —————	10

AIRMAN LEADERSHIP SCHOOL
MISSION STATEMENT:

**PREPARE SENIOR AIRMEN FOR
SUPERVISORY DUTIES AND FOSTER
A COMMITMENT TO THE
PROFESSION OF ARMS**

CURRICULUM EVALUATION PROGRAM

Attitudes and opinions are vital inputs used to improve the instructional program. The curriculum evaluation program uses seven surveys designed to survey current students, graduates, and supervisors of graduates.

1. **End-of-Course Survey:** This questionnaire is administered to 10% of the students to solicit opinions of the general effectiveness of the course in terms of content, evaluation practices, quality of instruction, and course length.
2. **Graduate/Supervisor Survey:** This questionnaire is administered semiannually on a random basis to approximately 50 percent of ALS graduates and their supervisors, three to six months after graduation, to solicit their opinions on the value of their ALS instructional objectives.
3. **ALS Profession of Arms Affective Pre-Survey:** This questionnaire is administered to all students to evaluate course effectiveness by measuring students' attitudes upon entrance to the course.
4. **ALS Profession of Arms Affective Post-Survey:** This questionnaire is administered to all students to evaluate course effectiveness by measuring students' attitudes upon completion of the course.
5. **ALS Profession of Arms Lesson Survey:** This questionnaire is administered to 10% of the students to determine the effectiveness of the Profession of Arms lessons.
6. **ALS Leadership Lesson Survey:** This questionnaire is administered to 10% of the students to determine the effectiveness of the Leadership lessons.
7. **ALS Communication Lesson Survey:** This questionnaire is administered to 10% of the students to determine the effectiveness of the Communication Skills lessons.

STUDENT EVALUATION PROGRAM

Students attending the resident Airman Leadership School course of instruction are evaluated academically to measure their achievement against specific academic standards and to identify those students who need individualized instruction. Students are evaluated in the following ways:

1. Diagnostic Evaluation: Students are administered a Grammar diagnostic evaluation on the first day of the course. This instrument is used as a tool for the student and instructor to identify weak areas in writing ability. It is also used by EPC for future lesson development.

2. Formative Evaluation:

a. Formative Academic Evaluations: These evaluations are an integral part of the ALS instructional program. The primary purpose of formative academic evaluation is to provide feedback to the instructor and student on academic strengths and areas that need further study or reteaching. Each formative evaluation is constructed from the terminal education objective of each respective lesson. After each formative evaluation, the instructor conducts a comprehensive in-class review of the evaluation. This review includes re-explaining or administering specific guidance to the students to help them grasp any concepts that may have not been fully understood during the initial instruction.

b. Formative Performance Evaluations: Formative performance evaluations are used to measure terminal objectives prior to the summative performance evaluation used to determine fulfillment of graduation criteria. Students will have access to the study guides and evaluation instruments for both the formative speaking and writing evaluations prior to and following administration. The evaluation instrument contains information essential to the students' preparation for both the formative and summative evaluations in speaking and writing.

c. Summative Evaluation:

(1) Summative Objective Evaluation: The majority of the terminal instructional objectives are measured on objective phase tests consisting of selection test items. These objective phase tests are designed to measure student mastery of the instructional objectives and the effectiveness of the instructional program. Following the administration of each objective phase test, instructors conduct a group test review and feedback session. All test items are reviewed with regard to the measurable sample of behavior they are intended to measure. Students must achieve a minimum of 70 percent of the **valid** test items (derived from the cumulative raw score of both parts of the test). If students achieve 70 percent, which is generally acceptable as demonstration of basic understanding of material, we are confident they have met the educational requirements outlined in the course.

(2) **Summative Performance Evaluation:** The remainder of the terminal instructional objectives (effective writing and speaking) are measured with summative performance evaluations. Students must achieve a minimum 70 percent to satisfactorily complete each summative performance evaluation. The 70 percent rating on the speaking and writing summative performance evaluations is based upon the critical competencies for each different type of performance. The standardized evaluation instrument identifies these competencies.

AIRMAN LEADERSHIP SCHOOL GENERAL CURRICULUM OVERVIEW

AREA 1 - PROFESSION OF ARMS (43 hours)

This area of the curriculum is divided into five units of instruction that focus on providing senior airmen with the knowledge, understanding, and skills necessary to succeed as supervisors in the military environment: These areas are: Military Citizen, Enlisted Heritage, Standards, World Events and Total Force. The goal of this area is to get senior airmen to value our enlisted heritage and the evolving role of the airmen in the profession of Arms. Evaluation of student achievement of the instructional objectives is accomplished through the use of affective surveys.

UNIT 1A - MILITARY CITIZEN (20 hours)

This unit is designed to provide instruction on areas unique to being a military professional. The areas covered include: Wellness, Code of Conduct, Military Member Responsibilities, Readiness, and Financial Management. The goal is have senior airmen value the importance of understanding how fulfilling their responsibilities as military members will help them meet unit and AF mission objectives.

UNIT 1B - ENLISTED HERITAGE (10 hours)

This unit is designed to help students understand the importance of preserving military traditions within the Air Force profession. Areas covered include Drill and Ceremony and the USAF Enlisted History Challenge. The goal is to have senior airmen value the importance of passing traditions to subordinates, working as one cohesive unit, and being familiar with the contributions enlisted members have made in shaping the service into what it is today.

UNIT 1C - STANDARDS (4 hours)

This unit includes lessons on Appearance and Customs & Courtesies and is designed to provide instruction on the impact appearance has, not only on the military professional, but public perception as well. Additionally, the impact of customs and courtesies on esprit de corps is examined.

UNIT 1D - WORLD EVENTS (4 hours)

This unit includes lessons on Air Force Doctrine and Current Events. This gives the students a basic understanding of Air Force Doctrine and how it evolves based on changing world events. A student is required to report on a current event topic every academic day of the course.

UNIT 1E - TOTAL FORCE (5 hours)

This unit includes lessons on Global Engagement, Organization & Air Power, Guard, Reserve, & Joint Operations; Expeditionary Air Force; and a Total Force Exercise. These lessons provide information on the employment of aerospace capabilities and the use of active duty, guard, reserve, army, navy, and marines in joint operations. Also a brief overview of the Expeditionary Air Force concept is discussed and this unit concludes with an exercise that allows students to apply their knowledge of Total Force employment.

AREA 2 - LEADERSHIP (69 hours)

This area of the curriculum is divided into six units of instruction that focus on providing senior airmen with the philosophy, concepts, principles, and operating practices of effective leadership in the Air Force environment. Numerous exercises are used throughout this area to reinforce concepts and principles taught. Evaluation of student achievement of the instructional objectives is accomplished through the use of objective phase tests.

UNIT 2A - ENLISTED FORCE STRUCTURE (4 hours)

This unit introduces senior airmen to the Enlisted Force Structure and how it encompasses both general and specific NCO responsibilities to prepare them for promotion to the rank of Staff Sergeant. The ideas and concepts from this unit are woven throughout the rest of the curriculum to demonstrate how all supervisory tasks are related either directly or indirectly to the NCO responsibilities listed in AFI 36-2618, *The Enlisted Force Structure*.

UNIT 2B - ENLISTED EVALUATION SYSTEM (EES) (10 hours)

This unit contains lessons on the Introduction to the Enlisted Evaluation System, Performance Feedback, and Enlisted Performance Reports. The goal is for students to become familiar with the process of evaluating and documenting performance of subordinates as they become first-line supervisors.

UNIT 2C - TEAM DYNAMICS (15 hours)

This unit is designed to provide instruction on understanding and building effective teams. The areas covered include: Group Dynamics, Group Conflict Resolution, Team Development, Team Roles and Responsibilities, an Effective Team Building Exercise, and Problem Solving. The goal of this unit is to have senior airmen understand the importance of having a cohesive team and how this relates to effective mission accomplishment.

UNIT 2D - EFFECTIVE LEADERSHIP (11 hours)

This unit is designed to provide instruction on the relationship between followership and leadership, and addresses the use of appropriate leadership styles. The areas covered include: Leadership/Followership, Situational Leadership, and a Situational Leadership Exercise.

UNIT 2E - PROFESSIONAL ENVIRONMENT (20 hours)

This unit is designed to provide instruction on the supervisor's role in maintaining a professional environment. The areas covered include: Equal Opportunity and Treatment, Substance Abuse, Standards and Discipline, Professional Relationships, The Democratic Process, Stress Management, Time Management, Diversity, and Disciplinary Corrective Actions. The goal of this unit is to have senior airmen understand the importance of maintaining a professional environment and how this relates to effective mission accomplishment.

UNIT 2F - HUMAN RESOURCE DEVELOPMENT (9 hours)

This unit is designed to provide instruction on the importance of evaluations and includes lessons on Evaluation and Reporting, Mentoring, and Counseling. A Counseling exercise follows this block of instruction. The goal of this unit is to have senior airmen understand the importance of properly evaluating subordinates and how this relates to effective mission accomplishment.

AREA 3 - COMMUNICATION SKILLS (45 hours)

This area of curriculum is divided into five units of instruction that focus on providing senior airmen with the knowledge to be more effective communicators in both written and spoken communication. Evaluation of student achievement of the instructional objectives is accomplished through a combination of performance evaluations and objective phase tests.

UNIT 3A - WRITING DIAGNOSTICS (2 hours)

This unit is designed to provide feedback to students and faculty on the students' writing abilities through the administration of the Writing Diagnostic Instrument.

UNIT 3B - WRITING SKILLS (25 hours)

This unit is designed to provide instruction on methods to enhance their writing skills in the areas of organization and support and development of bullet statements. The areas covered include: Preparation for Communication, Effective Writing, Bullet Statements/Exercise, Basic Grammar, Writing Skills Exercise, Successful Learning, Formal Recognition Programs, a Formative Writing Evaluation, and a Summative Writing Evaluation.

UNIT 3C - SPEAKING SKILLS (11 hours)

This unit is designed to provide instruction on methods to enhance speaking skills in the areas of organization, support, and delivery. The areas covered include: Presentation Techniques, Speaking Skills Exercise, a Formative Speaking Evaluation, and a Summative Speaking Evaluation.

UNIT 3D - INTERPERSONAL COMMUNICATION (5 hours)

This unit is designed to provide instruction on ways to achieve effective communication. The areas covered include: Effective Communication and Listening Effectively.

UNIT 3E - EVALUATING COMMUNICATION SKILLS (2 Hours)

This unit is designed to provide information on the way effective communication will be evaluated. The areas covered include: Communication Skills Assignments and Evaluation Instruments.

ADMINISTRATION / EVALUATION (26 hours)

This unit covers the administration and evaluation portions of the course. The areas covered include: Course Introduction; Pretest; Summative Objective Evaluation/Feedback; Formative Objective Evaluation/Feedback; automated End-of-Course survey, automated Lesson Surveys, POA Affective Survey, Graduation, In/Out Processing, Student Counseling, and Feedback.

FLIGHT CHIEF'S TIME (6 hours)

This block of time is to bring in speakers of opportunity to enhance the ALS experience; i.e., Wing Commander, CMSAF, CCMs, Chief's Group, First Sergeants, etc.